

DTR-0273

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21 February 1968

MEMORANDUM FOR: Director of Training

THROUGH : Chief, Operations School

SUBJECT : Course Report, Operations Support No. 3-68 No 78  
3 - 26 January 1968

REFERENCE : Course Report, Operations Support No. 2-68  
13 November - 1 December 1967

Class Composition

1. Twenty-four students enrolled in and twenty-three completed Operations Support Course No. 3-68: FE Division withdrew one student to begin her processing overseas. The grades ranged from GS-4 to GS-8; average age was 22. The average length of service was nine months. One individual entered on duty with the Agency the same day she entered the course. Despite this fact, her attitude, performance and industry throughout the entire three weeks were excellent and a notation to this effect was made on her training evaluation report. Three students in the class had had the Administrative Procedures Course.

Course Content

2. The course was conducted according to the attached schedule. Major changes in design and content have been reported in the two previous course reports.

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3. Technical Support of Operations which, in the past, had been given by [REDACTED] was presented by [REDACTED] of the TSD Training Branch. The students particularly enjoyed his use of slides to illustrate a well-organized talk.

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5. Cable Procedures: Further refinements in cable instruction were introduced with the addition of check lists for students to use in reviewing and correcting their own work. Check lists were prepared and tailored for each problem. Verbal and written comments confirm the usefulness of this technique.

6. Dispatch Procedures: A study questionnaire, keyed to the Dispatch Handbook, was drawn up and used for the first time. This exercise was a series of True-False questions which the students answered on the basis of their own self-study. The questionnaire was reviewed with the class and the students then worked a series of practice problems. Each problem was critiqued before the class proceeded to the next one. The students liked the combination of the self-study technique, supplemented by practical work, critiques, and class discussion and this format will be followed in the next course.

7. In-Box Problems: The students would like additional situations to try to work out. There are now ten and, as time allows, we will introduce more. [REDACTED] assisted in the critique for the second time. His attention to detail in discussing seemingly routine situations impresses upon the students that in our business nothing is insignificant and that they have a great deal to learn to meet the standard of excellence in all phases of operations support that a senior Operations Officer expects.

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8. Live Problem: The problem as conducted this time represents the general framework for future runnings. The students' activities include analyzing a cable, casing an operational area, preparing a casing report, meeting plan and counter-surveillance scheme, carrying out two meetings and one counter-surveillance, reporting the meeting, and discussing their experiences in a panel review. The students, organized into five teams, approached their assignment with considerable esprit de corps. [REDACTED]

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[REDACTED] participated in the exercise and in the critique.

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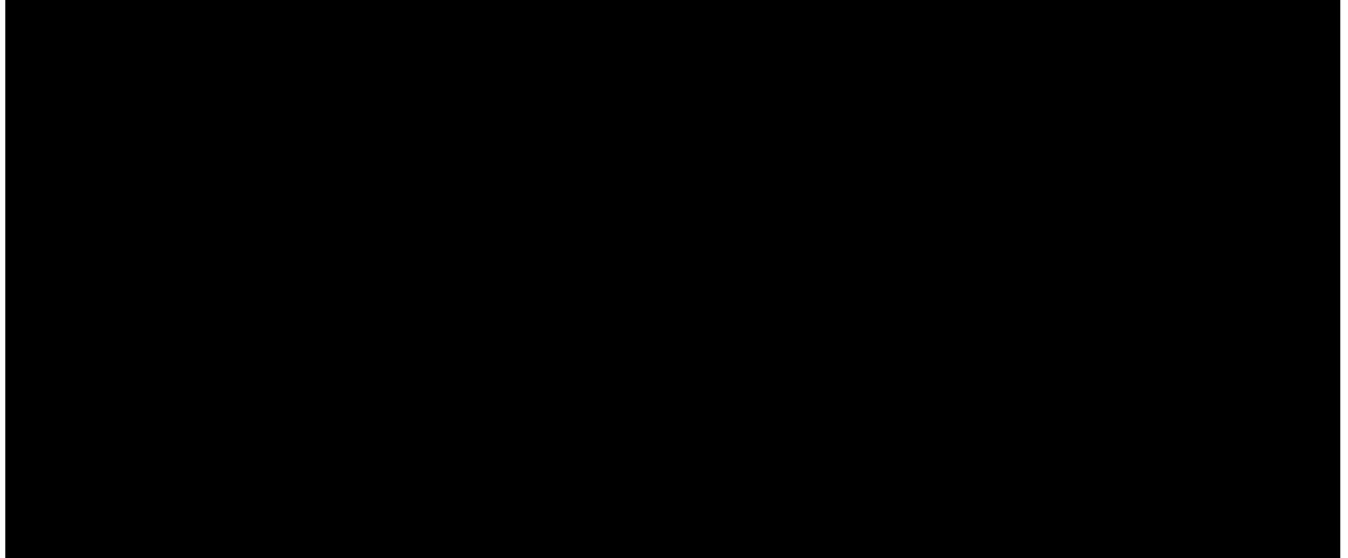
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Instructor Comments



10. Program-Assisted Instruction: The disparity in the length of service with the Agency (the time has ranged from one day to several years) and the attendant variables in Agency experience has perpetuated a seemingly unresolvable problem in our course instruction: more often than not, it was too fast for the slow learner or the inexperienced and too slow for the fast learner or the more experienced. Program-assisted instruction has considerably modified this situation in that it allows a heterogeneous group to progress at a pace commensurate with ability. PAI was introduced in Operations Support Course No. 1-68 (11-29 September 1967). Additional program-assisted instruction for the pilot subjects (Cable and Dispatch Procedures) was devised by [REDACTED] for this running. While the use of PAI has not shortened course time, the innovations have proven to be useful and manageable to both instructors and students. The students have responded most favorably to PAI and particularly to the check lists mentioned in paragraph five. We are continuing to assess other subjects which would lend themselves to PAI and, in the meantime, plan to expand PAI in Cables and Dispatches with the ultimate goal of arriving at programmed, rather than program-assisted, instruction.

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[REDACTED]  
( ) Chief Instructor

Attachment:

Course Schedule (w/orig. only)  
Student Roster

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